



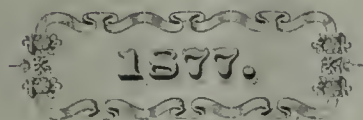
TWENTY-SIXTH ANNUAL REPORT

OF THE TRUSTEES OF THE

Georgia Academy for the Blind,

MACON, GEORGIA,

TO THE GOVERNOR OF GEORGIA







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MACON, GEORGIA:

J. W. BURKE & CO., PRINTERS AND BINDERS.

1878.

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\*Blind.

# President's Report.

GEORGIA ACADEMY FOR THE BLIND,

Macon, Feb. 19th, 1878.

*To his Excellency, A. H. Colquitt, Governor of Georgia:*

SIR: In behalf of the Board of Trustees of the Georgia Academy for the Blind, I submit the following report for the year ending December 31st, 1877.

It is not deemed necessary on this occasion to say more than, as a general introductory, to call attention to the Reports of the Treasurer and of the Principal, hereinafter following, as parts of the Annual Report.

The following is a summary of the Treasurer's Report:

Receipts—Balance from last year, . . . . .	\$ 2,066 37
From State Appropriation, . . . . .	13,500 00
From other sources, . . . . .	292 00
	<hr/>
	\$ 15,858 37
Disbursements—Orders of the Board, . . . . .	13,700 00
	<hr/>
	\$ 2,158 37

The Principal's Report gives a classified statement of all the expenditures. For general maintenance, including officers' salaries, support of pupils, fuel and lights, repairs of property, etc., there has been expended \$12,438.14, and for building the cistern \$1,174.62.

The receipts from the State Treasury, and other sources, the latter in small amounts, have been ample for all purposes. The Trustees think the finances have been faithfully and prudently managed and due care bestowed upon every interest.

The chief work of improvement made upon the property has been the building of the cistern. This has been built of brick laid in good cement, and thoroughly plastered with the same, and is both substantial and strong, with a capacity of thirty thousand gallons. This is a valuable accession to the property, both as respects its safety in case of fire, and the convenience and necessity of the household.

Respectfully submitted,

JAMES MERCER GREEN,

*President.*



*Henry L. Jewett, Treasurer, in account with the Georgia Academy for the Blind.*

DR.		CR.	
1876.		1876.	
Dec. 27th, to balance brought forward. . . . .	\$ 2,066 37	Dec. 27th, by paid order Jas. Mercer Green, Pres't, . \$	1,500 00
1877.		1877.	
March 14th, to first quarter State appropriation . . .	3,375 00	March 17th, by paid order P. Solomon, Pres't <i>pro tem.</i>	2,000 00
June 23d, to second quarter State appropriation. . . .	3,375 00	April 9th, by paid order Jas. Mercer Green, President,	1,000 00
Sept. 15th, to third quarter State appropriation . . .	3,375 00	June 23d by paid order Jas. Mercer Green, President,	2,000 00
Nov. 22d, to fourth quarter State appropriation . . .	3,375 00	Sept. 10th, by paid order Jas. Mercer Green, President,	1,000 00
1878.		Sept. 17th, by paid order Jas. Mercer Green, President,	1,500 00
Jan. 16th, received from W. D. Williams,		Oct. 11th, by paid order Jas. Mercer Green, President,	600 00
Principal, for board and tuition J. A.		Nov. 14th, by paid order Jas. Mercer Green, President,	1,500 00
Toombs, . . . . .	\$117.00	1878.	
For board and tuition Walter Bassett, . . .	125.00	Jan. 15th, by paid order Jas. Mercer Green, President,	1,600 00
Dividend on Mutual Insurance policy, . . .	50.00	Jan. 16th, by paid order Jas. Mercer Green, President,	1,000 00
	292 00	By balance carried forward. . . . .	2,158 37
			\$15,858 37



# Report of the Principal to the Trustees.

GEORGIA ACADEMY FOR THE BLIND,  
MACON, FEB. 19TH, 1878.

GENTLEMEN—It becomes my duty once more to submit an Annual Report to your Board.

The year under revision has been one of prosperity, in many respects, to the Academy for the Blind. The teachers and pupils have, with few exceptions, had very good health; the work in all departments has been prosecuted with vigor and success; the Institution has acquired a more widely extended reputation in the State; a greater number of the class for whose benefit it was projected have been receiving its advantages, and the expenses of the establishment have been brought down to a lower *per capita* rate.

The roll of pupils appended to this report shows that the attendance during the year amounts to sixty-three. We have received twelve new pupils, and two former pupils who were absent at the date of our last report have returned, and two have graduated and left the Institution, and eight have for various causes left.

The statement of Receipts and Expenditures is as follows:

## RECEIPTS FOR MAINTENANCE.

Balance from 1876, . . . . .	\$ 32 07
Orders of the Board, . . . . .	12,700 00—\$12,732 07

## EXPENDITURES—CLASSIFIED.

1. Salaries, . . . . .	\$3,320 00
2. Postage, stationery, writing materials, . . . . .	50 02
3. Carriage hire and travel, . . . . .	158 80
4. School expenses, books, etc., . . . . .	162 36
5. Music expenses, Instruments, repairs, etc., . . . . .	261 37
6. Work materials and shop machinery, . . . . .	123 25
7. Pupils' clothes, (a portion refunded,) . . . . .	614 85
8. House furnishing, repairs of furniture, etc., . . . . .	557 39



Amount brought forward . . . . .	\$5,248 04	
9. Servant hire, including washing, . . . . .	618 00	
10. Fuel and lights, . . . . .	1,191 98	
11. Provisions, . . . . .	3,991 48	
12. Special—insurance, medicine, medical attention, etc., . . . . .	543 50	
13. House-keepers' pay, . . . . .	300 00	
14. Repairs of Property, . . . . .	545 14	—\$12,438 14
Balance on hand—carried below, . . . . .		\$ 293 93

FOR BUILDING CISTERN.

Balance as above, . . . . .	\$ 293 93	
Appropriation by the order of the Board, . . . . .	1,000 00	—\$1,293 93
Expenditures for same, . . . . .		\$1,174 62
Balance, . . . . .		\$ 119 31

I deem this a proper occasion, the State Legislature not convening again until the time of our next report, to substitute, in our Annual Report, in place of the usual specific details, some general discussion—very brief, and intended to be merely suggestive—upon topics pertaining to the work of Institutions for the Blind.

Before the age of Valentin Haüy, in various countries, occasionally blind persons attained a creditable degree of education, and some even distinction on account of learning. Most of these were persons who once had sight and enjoyed the advantages of instruction as seeing children, and to them the memory of the lost vision continued, and aided in the acquisition of knowledge. Others were born blind. Many of them had the advantages of fortune and position, and also intelligent friends to guide them in their studies and secure for them competent private oral instruction. But in those times the mass of the blind were doomed to cheerless ignorance—lost to society, and, perhaps, became or was considered, nuisances to the community.

VALENTIN HAÜY, "the apostle for the blind," organized the "*Institut National des Aveugles*" at Paris, in the year 1785. He was impelled to this work by the feelings of compassion he had for the cases of a number of blind persons whom he observed gathering, from day to day, before the door of a certain saloon, the keeper of which had employed them to appear in grotesque

outfit, and with mock musical instruments to make noise to attract the patronage he sought. Haily hired his first pupil, paying wages for him equal to the average of his daily receipts as a street beggar. This was the beginning of special training institutions for the blind. Since that time, from his example and the success of his undertaking, very nearly one hundred Institutions have been organized in Europe, about twenty of which are in the kingdom of Great Britain. The colonies and dependencies of European States likewise have them. In all countries in which the institutions of civilized society are found now, the obligation to train the blind is recognized as binding, and is being discharged with zeal. In the United States, the first School for the Blind, that of the City of New York, commenced operations March 15th, 1832; the Perkins Institution, at Boston, in August of the same year; and the Pennsylvania Institution, at Philadelphia, March 27th, 1833. These are the worthy mothers of our Institutions, and their daughters now number about thirty, dotting the continent from ocean to ocean.

The several Institutions of the United States (with one or two exceptions designed specifically as "Homes" or "Work-houses" for adults,) are essentially educational establishments. The subjects of their care and labor are blind children and youths, and the work they do is instruction. In them no blind adults are to be found excepting such as may be capable of taking part, as officers and employees, in the proper work of the Institution, or a few somewhat advanced beyond youth, but not too old to receive the benefits of some special training as the trades. Notwithstanding, however, the reiterated assertions and protests of Institutions to the contrary, there seems to be lingering largely in the popular mind some sort of vague notion that they take under their care the aged and the infirm, and the paupers of this class of misfortune, without distinction as to character, sex, age or condition. This mistaken notion is often taken up by individuals who have dependent upon them troublesome blind relatives, also by the managers of poor-houses; and also by church, county and municipal officers. Hence we have many and most urgent applications for admission, the matter of blindness being

the only plea and qualification in the cases. The pressure in this direction has been very great in the hard times which the country has experienced in recent years. One of the oldest of the American Institutions has had occasion—perhaps to countervail this error or obviate trouble arising from it—to move to strike out from its corporate name, as a misnomer, the word *Asylum* and to insert in its place the word SCHOOL. People often call these establishments “Asylums”; the objection to the term is not a matter of fastidiousness or sentimentalism, but it is founded in good reason.

This leads me to inquire, In what sense these Institutions for the Blind are Public Charities? The word “Charity” has a broad scope of meanings, and in its application to establishments designed for the benefit of human beings it covers a wide range of subjects. Some Public Charities are founded for one given purpose, and others for other purposes alike specific. Human want is the basis of them all. The want may be disease; in that case the Charity is designed to provide care and nursing and curative measures. The want may be indigence; in that case the Charity provides specific relief, or measures by which relief may be had. But human want may be construed to include not merely the objects of physical affliction and suffering, but also advantages and utilities to society; then the Charity is designed to make provision for the accomplishment of these desirable ends. The motives for the foundation of Charities are various. In some cases there is the pure and gratuitous promptings of compassion, and in others the intelligent perception of utility to the community. It is under this utilitarian sense and motive that educational establishments are reckoned Public Charities.

Beyond doubt it is the duty, primarily, of the parent to educate his own child. But the parent may be debarred by circumstances from the possibility of discharging this duty. He may not have the time or the requisite qualifications to do it himself, or the means to provide the necessary facilities and employ the teacher. He sees around him in the community other parents in like condition and under like responsibilities with himself. These parents, actuated by a common sense of duty,



are moved to resort to some form of co-operation in respect to the education of their children. By mutual assistance and concert of action they erect the school-house, procure the apparatus and employ the teacher. A school is made. The community at large perceiving the utility of this co-operative movement and the advantages to society growing out of the school, in order to extend its influence to others, and perpetuate its existence, comes in to the aid of the enterprise. The Legislature gives it a corporation with franchises, and perhaps such material aid as may enlarge its functions and enhance its usefulness. The same thing is being done in and for other communities. It is the policy of civilized States to encourage education, and in furtherance of this policy to authorize and form and maintain a system of schools of learning, beginning with the school for infants and terminating in the University, including special schools for the various classes of defectives and special schools for the various professions and businesses of life. The promotion of advantage, of utility, is the object, but under existing construction, the scheme is charity; the schools are Charities.

The reasons on account of which education in general is called a charity, have special force in the case of the blind. There is no class of beings to which education is of greater importance—none in which it becomes more useful to society, and none in which the parental duty is more binding, or the obstruction to its discharge is more appalling. Institutions for the blind are Public Charities of the educational sort. Accordingly we find in those States, as Massachusetts, which have “Boards of Education” and Boards of “State Charities,” these Institutions are not classed among the eleemosynary establishments, but they are placed under the Board of Education, and constituted a part of the system of public instruction of the Commonwealth.

If the blind could generally be educated at their homes, or if they could be educated in the common schools with the seeing, it would be better to have no separate schools for them. But experience teaches that this cannot be done. They require special modes of instruction, and they are found widely scattered throughout the communities of the Commonwealth. Hence,

there is necessity to aggregate them into special establishments, in order that they may acquire the advantages of education, or that education which will qualify them for membership in the community of which they are respectively to form a part.

In schools for the blind there must be a variety of special provisions and appliances suitable to the condition of the blind. Their condition requires that during the sessions of the school they should live in the Institution—that is, have a home, with all the subsidiary attentions, comforts and conveniences appropriate to the life of children taken, for the time being, from their own homes and the care of relatives. This includes many things, and is an important matter to be considered. I will notice some items :

1. *Safety.* It is obvious that the sightless have little capacity or power of taking care of themselves, and hence are peculiarly liable to accidents. Furthermore, from the settled apprehension of danger engendered of their sense of helplessness, although they are cautious, they are the easy victims of alarms. Also, danger of accidents is enhanced by reason of the large establishment, and by reason of having many of like ages and helpless condition gathered together in the same household. This item requires much care, much precaution, and special provision to prevent accidents and alarms.

2. *Board.* It may be supposed by persons who have given no thought to the subject, that there is nothing in this element of the home upon which to make distinction between blind and seeing persons of like ages and circumstances. The facts are, that under physiological laws physical defects produce modifications in the animal economy affecting appetite and digestion, circulation, secretion and nutrition, and the nervous system. Childhood and youth require for sustenance and growth a plentiful supply of wholesome food, prepared with care, and furnished at regular intervals, palatable in taste, and variable in kind. Persons engaged in mental work require a diet differing somewhat from that which is proper for those pursuing physical labor. Appetite and digestion, although under diseased conditions they may become morbid, are generally very safe *criteria* as to what

is preferable as respects kind and qualities, among all classes. The food for the blind should not generally be very rich, but never too poor to be nutritious. There is no greater mistake, nor meaner practice than to place school children, in health, upon a hospital or a prison dietary. It might sustain life under emergencies, but it ministers little to healthy vitality. Generous feeding adds much also to intellectual vigor and moral discipline. Stunted rations, unpalatable viands, food doled out grudgingly, breeds discontent, malevolent feelings, and bad conduct; destroys buoyancy of spirit, mental activity, and the powers of application.

3. *Lodging.* Sleep is an essential function of animal nature, and stated repose no less important. Comfortable beds make sleep sweet and rest refreshing, and in the gratification of these natural necessities enjoyment is superadded. Unremitting care and attention must be bestowed on the beds and bedding and to the dormitory apartments. The hours of sleep must be carefully regulated and rigidly observed and measures instituted to keep them free from interruptions and disturbances.

4. *Health.* The health of the blind is more or less, in almost every case, affected by the defect under which they live. In some cases there is a vitiation of constitution which has produced or resulted in the blindness itself, and which also follows the sufferer through life; in other cases infirmity of health arises from some of the consequences of blindness, as the imposed sedentary life, etc.; and in most cases, both these causes of unhealthy condition are combined. Hence, in schools for the blind, there ought to be special arrangements and provision in the domestic department for sanitary measures. The construction of the building with its several apartments and appointments should rather have reference to the infirm condition and health of the inmates, than to architectural display. The spontaneous development of the vital forces is to be encouraged by every accessible means, and expedients to prevent sickness resorted to, as occasion may demand, throughout the whole establishment, and the watchful attention of officers, as well as the necessary remedial agents of the medical department, is constantly demanded.



5. *Manners and Morals.* The duty of the Institution in respect to these highly important elements of character, and no less important qualifications for success in life, cannot be ignored. In the home and in the play-ground as much as in the school-room, these matters must be diligently and constantly guarded. Human nature is prone to fall into habits, and the blind are prone to many peculiar habits that are offensive and hurtful—habits of manner and habits relating to mind and morals. These call perpetually for correction, for eradication, for prevention and for the substitution of the good for the bad.

6. *Amusements and Recreations.* Some one has said that "Amusement is to the human mind what sunlight is to the flowers." Locke says, "He that will make a good use of any part of his life must allow a large portion of it to recreation." Natural history teaches that the young of all animals are playful. The young blind have the propensities that are common to childhood and youth, and derive as much advantage and enjoyment from their gratification. Sighted youth go about, see objects, engage in sports, mingle with others, have free locomotion and are able to change from place to place unobstructed, in pursuit of amusement and recreation. The blind are doomed to restraint. When they go beyond the accustomed walk they must be guided. Life to them is, to a great extent, both sedentary and isolated. The humblest parent, from the natural love of his offspring—if from no other disposition, provides it with play things—the rattle in the cradle, the top and ball and bat for the boy—the little doll of rags, if no better can be afforded, for the girl. The child has pleasure in such toys and the parent enjoyment in the simple pleasures of the child. Even in trifles the young find cultivation and benefit, and such small tokens of affection, and of consideration for their wishes are not without useful results to both moral and mental nature and the formation of character. These generalities have specific application in the case of blind children which have such limited resources of self-entertainment, and the Institution which takes them from their homes at an early age, assuming for them the place of parent as well as that of teacher, should not disregard even such little mat-

ters as will enable them to find amusement and recreation in the home. I do not wish to be understood as herein advocating the adoption in schools for the blind, of those vaunted expedients gotten up for the purpose of what is called *exercise*, such as Dio Lewis's famous "Calisthenies," "the Health-life," etc. These *exercises* are to be pursued on *system* and are to be taken up *in order*, etc., and to all intents and purposes, when pursued, become labor—graded exercises for the sake of exercise—labor without the usual specific object of labor, muscular regimen, exacted, regular, monotonous, often irksome, and abhorrent to natural instinct. In useful work in moderation there is healthful exercise, and in toys and romps and games and plays, in doors and out, pursued in accordance with nature and disposition, there is to the young a combination of wholesome exercise and recreation.

8. *Personal Cleanliness and Decency.* About the virtues of the bath, I believe, there may be some fanaticism, as well as about other prescriptive dictamen of the so-called Hygienic art; but, at the same time, I hold that cleanliness of person is a healthful condition and moreover an element of Godliness. Soap and water are antidote and cure to one great evil of life—dirtiness. The blind have generally preserved in them without much deterioration, the instinct to be clean and decent. It does happen, and happen often, in the lack of sight, that, unfortunately, they require the care of others and special help. Provisions enabling them to do as much as they can and desire to do for themselves in the matters now under consideration, to prevent shocks to their modesty, delicacy, and sense of propriety, are highly important, and would include special appointments and suitable arrangements. Knowing the instincts of the blind, as I have learned them in the years of my experience, and their sensitive apprehension of intrusion upon their privacy in personal matters, I would make it a leading concern in the erection of a building for their occupancy, to have suitable closets and lavatories for them, made secure from all possible outside observation and invasion.

9 *Clothing.* I need not say more upon this subject than that the blind should be clothed decently and comfortably. As, gen-

erally, the pupils have often to appear before the public, in concerts and exhibitions and to meet the requirements of frequent visitors, and also sometimes go out into society, attend Church, and other public gatherings, the style of dressing, including fabric, cut and make, should, in a modest measure, conform to the prevailing fashions of the community; otherwise, their appearance would seem *grotesque*, albeit the term might more properly apply to the fashion, and excite comment from spectators and feelings of mortification in the wearers. Obviously, and of necessity, more care is demanded to the laundry and the dressing room, to making and repairing, and more work of tailor and seamstress in schools for the blind than in similar establishments for those of perfect sight.

These points of the domestic economy of an Institution for the Blind I have passed over with as little elaboration as I could, in order to call attention to them. I might name others worthy of notice, but leaving what I have said as a series of hints, I now turn to the main aim and scope of the Institution.

The purpose and appropriate business of Institutions for the Blind are the education and training of their pupils. This includes much and has been much discussed. It is the *fundamental idea*, and with it every element of the organization, and every movement of the management should be cosmic, not obstructive, not chaotic.

We hold that some education is necessary to enable the individual to fulfill the purpose of his existence, and in civilized society, to take his place as a member of the community. In the constitution of nature there seems to be a duality of order. The Deity has endowed man with a variety of inherent powers, and He has furnished an external world with objects correspondent to these internal powers. Thus, for example, man has in him five senses, to which five senses specific and appropriate objects of nature are addressed; there is light for the eye, sound for the ear, as so on through all the sensations and senses. It is through this correspondence between the human faculties on the one hand and the outward world on the other, that education proceeds, that knowledge is acquired, that it becomes useful and increases



human happiness. When the man lacks a faculty or a sense, he is defective, the exact correspondence and relationship in the dual order are interrupted. He may be otherwise highly endowed, but this absence places him in a state of deprivation and under difficulties. In such a case, it is the business of the educator, not only to impart the requisite amount of knowledge, but also, as a means to accomplish this end, and as a restorative resource to the deprived being in coming exigences, to supplement the defect as far as possible, to bridge the chasm, to obviate the difficulty.

The sense of sight is a leading one of our nature—perhaps it is not the most important of the five. Its efficiency depends on both the existence of a normally constructed organ which we call the eye, and the existence in normal condition of one specific nerve. No other organ can manifest the sensation of vision, and no other nerve receives impression from light. Both the eyes and the optic nerve are liable, under accident or disease, to deterioration and loss of function, for which there is no substitute provided in the animal nature. The absence of vision, from any source, cannot be entirely compensated, but it may be greatly supplemented in a course of education by means of expedients to call into its place the manifestations of the other senses. Resort is had to the sense of touch. This sense differs from others in several important particulars. It is not confined to one set of special nerves, but is common to the nerves of all the other senses and to all the nerves of the animal system. It is not local, for the nerves that give its appropriate manifestations cover the whole organism. The variety of sensations which it manifests is very great—revealing to us the various properties of bodies and objects which we call hard, soft, smooth, rough, cold, hot, solid, liquid, etc., and those peculiar perceptions in our system which we denominate tingling, burning, itching, aching, etc. Hence we select touch rather than any of the other senses as a medium in our efforts to supplement the lack of sight in a course of education for the blind. We use tangible apparatus as far as practicable, and the first successful invention of this kind is due to our aforementioned “apostle” Valentin Haüy. To him we

ascribe the invention of the raised or embossed alphabet. We use such apparatus in a variety of ways, and apply it to many subjects.

Tangible apparatus is, however useful, imperfect, cumbersome and expensive. The eye at once catches the property of a line, a surface or a solid, which the hand must trace with slow and painful care in order to comprehend it. Points and directions, and distances and relationships, which one glance of sight can determine, are manifested to the touch only with dubious hesitation and uncertain satisfaction. After all tangible expedients have been tried, and along with their use, it is found by the experienced teacher that there must be in his work constant resort to oral instruction. There are, also, besides, large domains of knowledge, not only accessible to the sighted student, but as it were, spread out before him, for which no tangible apparatus is prepared, and into which the teacher, with the suggestions of his own ingenuity, must conduct his blind pupil. Also, I may mention, that the absence of a sense, such as that of sight—an avenue to our inner nature—has its modifying correlation in the mysterious dominions of mind and soul. Thither the teacher must go, conveying instruction suitable for aid, for correction, for building up in harmonious proportion the most vital interests. Hence

“ Let no unskillful hands attempt  
To play the harp, whose tones—whose living tones—  
Are felt forever in the strings.”

The teacher's work is a complex business, requiring gifts and training, and ceaseless conscientious regard for the peculiar difficulties of his pupils, and relating to both their present and ultimate welfare.

The opportunity of classifying pupils in schools for the blind is obviously limited, and the wonderful success shown in their progress, especially with beginners, is greatly due to direct, individual instruction. Hence, a larger number of teachers is required in proportion to numbers with the blind than in the common schools operating solely on the graded scheme.

I add a few words in relation to the general management and superintendence of Institutions. Of necessity the management is the matter of highest importance. There is diversity in our American Institutions in the modes by which managers are appointed. Perhaps a dozen of them have corporations with self-perpetuating Boards, called Managers, Directors or Trustees. Others are directly State Institutions, and managed by commissions containing three or more members, as the case may be. In some of the Institutions the office is for life; in others for limited periods. In some of them the Managers receive compensation, and in others there is no pecuniary consideration. The office is in all cases esteemed an honorable position. It is an office of great trust, and when worthily filled, it is one of great usefulness. The position is often sought for by the aspiring. I would say that the essentials of the position involve fitness and qualification, although in some appointments to it these are not regarded. Sometimes it is treated as a political office, and made to subserve the interests of party. In some cases it has been obtained by intrigue, and been made the vehicle of personal aggrandizement. Sometimes an adventitious circumstance, such as a temporary place that the individual may hold, or his relationship to some party, or an ecclesiastical bias, etc., may lead to his appointment. I need not say, that in the absence of personal fitness and qualification in the appointee, such motives are unworthy.

Fitness for the office of Manager, I would say, includes, first, intelligence. The incumbent ought to be of sound common sense, good judgment, and a capacity to understand and to do business. Secondly, reputation. He ought to be known in the community as a man of integrity, virtue, veracity, purity of character, and public spirit. Thirdly, he should be a man in such circumstances as will allow him the leisure necessary for him to attend promptly and regularly to the business of the trust. The qualifications for the place involve special endowments and attainments. He ought to be a man of benevolent instincts, leading him to such measure of sympathy and kindly feelings towards the blind, as will interest him in their cause



and afford him gratification at its advancement. He should be liberal, just and considerate, but not fanatical. He should have and cherish a just appreciation of the purpose and design of the Institution, and be ever ready with suitable measures to promote the same. He should have an accurate knowledge of its various objects of concern or be willing to acquire for his guidance such knowledge as will enable him to understand the diversified points and aspects of interest and duty involved in the business. An intelligent, generous, kind, prudent, and attentive Trustee is an invaluable support, while an ignorant, capricious, conceited, assumptious one, or one devoid of unselfish interest in the affairs, or lacking appreciation of the object is an incalculable dead-weight and detriment to the prosperity of an Institution.

The superintendence is a most important department in the general management of an Institution for the Blind. The duties of this department in our American Institutions are discharged in various ways. There is generally a head styled Superintendent, Principal, or Director, but in some cases the office is almost a nominal one, the general business being distributed among other heads subordinate to him only in name, or to committees of the Trust. The appointment is generally by the Trustees, but I believe there are some exceptional cases. In making selections for this appointment there is opportunity for ulterior motives, as partizanships of various sorts, nepotism, favoritism, etc., and through the passive indifference, fumbling stupidity or culpable delinquency of those charged with the responsibility involved in the choice, Superintendents have been made, and unmade from no other than such considerations to the great detriment of the Institution. The Superintendent (as the term imports,) is the chief executive officer of the establishment, and the head of the household. To him is committed the management of affairs, and he accepts the charge under a threefold tie of responsibility; that is, he is under responsibilities to his charge, responsibilities to the Managers, and responsibilities to the public. Responsibility to his charge involves a great variety of duties, including not merely deeds, but extending to thoughts and opinions, and entering largely into

the realm of the affections. His responsibility to the Managers is direct, and embraces his own official demeanor in his several relationships, the conduct of his subordinates in the work, the business and behavior of servants, the deportment and discipline of pupils, and the management of all internal matters affecting the safety, maintenance, health and well-being of the establishment, and the expenditures of money. Besides and above this, he holds responsible relationship to the public. Common opinion makes him amenable for every wrong, every abuse, every blunder and mistake, every accident and failure that may occur in the whole concern, although the matter may originate in and result from causes wholly outside of his control. In view of this species of responsibility the incumbent occupies a somewhat critical position. As the head of an establishment using public funds and disbursing large sums he has to encounter a wide-spread preliminary idea of extravagance, and however carefully and prudently the finances may be managed, he may expect to meet cries for retrenchment from numerous pretentious reformers. As the working of an Institution is more or less out of the line of the common knowledge of even intelligent people, he need not be surprised to find a degree of undefined suspicion resting upon it. People everywhere and of all classes are prone to listen to scandal, and falsehood connected by disaffected or designing persons, gets easy currency, hence there is peril to his good name. In the various departments of his work there are untoward liabilities. His actions may be misconstrued, his feelings misinterpreted, and his opinions not understood, sometimes even by the Managers, and hence, his best conceived plans for the good of his cause, are thwarted by delays, and his best efforts, rendered abortive by interference. The nature of the work also has a tendency to develope in himself some peculiar faults, alike hurtful to the interest, and offensive to public sense. He is liable to be over zealous, or take up with hobbies, or become arrogant and self-assertive in spirit, or fall into discouragement under difficulties, and lose his earnestness and interest, and become dissatisfied with his work.

Under all these conditions and prospects the Superintendent

holds his offices. He must therefore have fitness and qualification to meet the varied circumstances of responsibility and the diverse aspects of liability, and to worthily discharge the complicated duties of his office. No element of character named above as essential to a good Manager should be wanting in him, and in addition thereto, he should have many other endowments and acquirements of a more specific nature. He should have a large measure of learning, general and special, to enable him to manage and direct the entire business of instruction and training of the school. He should have large administrative talent, including an intimate and accurate knowledge of details, in order that he may properly regulate the discipline of the establishment and conduct without waste of money, time or labor, the Domestic Economy. Personally, he should have tender sympathies, be patient under trials and perplexities, forbearing under provocation, sober and discreet at all times—imbued with the spirit of industry, zeal and self-sacrifice, pure in life, and God-fearing. As the sum and substance of all elaboration, he should be a “GOOD MAN.” As a measure of precaution the tenure of office in the case of a Superintendent should be so adjusted that while his individual rights should be rigidly maintained and his reputation sedulously guarded, he could be displaced, even for the mere lack of a special element of fitness, without the acrimonious trouble of impeachment which would be necessary in a charge of official malfeasance. The motives of a man accepting such trust should be pure, not selfish, and he should never hold it without a well assured sense of the full confidence and co-operative good will of the board appointed to supervise his labors, and also of a favorable popular sense. At the same time he should have committed to him a large measure of discretionary power and independent action in his administration.

In conclusion, it affords me great satisfaction to say, that at this time, the outlook of our American Institutions is good. The cause of the blind is everywhere recognized with intelligent favor. Legislatures are munificent in their support of its interests; Boards of Direction and of Trust are largely composed of citizens distinguished for enlightened sentiment and philan-

thropic instinct; officers in the work are generally persons of culture, character and earnestness; and the prospect discloses the hopeful sign, that when these have to yield place as yield they must, under the changes incident to human existence, there are in every State numerous others qualified and willing to take their several trusts and offices. The benevolent work will go on, progressing with the advancements of the ages.

Respectfully submitted,

W. D. WILLIAMS, *Principal.*





# ROLL OF PUPILS OF 1877.

## MALES.

NAME.	RESIDENCE.
ASTIN, CHARLES . . . . .	CAMPBELL COUNTY, GEORGIA.
AYRES, HIRAM . . . . .	HARALSON COUNTY, GEORGIA.
BARNES, JOSEPHUS . . . . .	BIBB COUNTY, GEORGIA.
BASSETT, WALTER L. . . . .	HOUSTON COUNTY, GEORGIA.
BRUCE, JOHN P. . . . .	DECATUR COUNTY, GEORGIA.
BRYAN, WILLIAM W. . . . .	WAYNE COUNTY, GEORGIA.
CARGILE, WILLIE S. . . . .	MONROE COUNTY, GEORGIA.
CASON, JOHN A. . . . .	RICHMOND COUNTY, GEORGIA.
COLEY, JESSE A. . . . .	STEWART COUNTY, GEORGIA.
COLEY, S. A. W. . . . .	STEWART COUNTY, GEORGIA.
COTTER, JOHN . . . . .	RICHMOND COUNTY, GEORGIA.
DAVIS, GEORGE A. . . . .	MITCHELL COUNTY, GEORGIA.
GRACE, WALTER M. . . . .	TAYLOR COUNTY, GEORGIA.
GREENE, WILLIAM J. . . . .	MACON COUNTY, GEORGIA.
GRIFFIN, WALTER . . . . .	DODGE COUNTY, GEORGIA.
HODNETT, HOPE . . . . .	MERIWETHER COUNTY, GEORGIA.
JONES, ASA A. . . . .	MITCHELL COUNTY, GEORGIA.
JONES, GEORGE H. . . . .	RICHMOND COUNTY, GEORGIA.
JONES, JOSEPH . . . . .	HALL COUNTY, GEORGIA.
KNOX, LAMAR . . . . .	CHATTOOGA COUNTY, GEORGIA.
MATHIS, LUCIUS . . . . .	RANDOLPH COUNTY, GEORGIA.
PEACOCK, LEWIS O. . . . .	WILKINSON COUNTY, GEORGIA.
PEACOCK, WILLIAM L. . . . .	WILKINSON COUNTY, GEORGIA.
RAGAN, CHARLES C. . . . .	TERRELL COUNTY, GEORGIA.
RAGAN, TERRELL . . . . .	TERRELL COUNTY, GEORGIA.
REED, JAMES OSCAR . . . . .	BARTOW COUNTY, GEORGIA.
RUSSELL, JOSHUA . . . . .	JEFFERSON COUNTY, GEORGIA.
SANDERS, WILLIAM . . . . .	QUITMAN COUNTY, GEORGIA.
SINGLETON, JAMES . . . . .	HARRIS COUNTY, GEORGIA.
TAYLOR, JAMES . . . . .	LAURENS COUNTY, GEORGIA.
TINSLEY, STEPHEN . . . . .	BARTOW COUNTY, GEORGIA.

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TOOMBS, J. A. . . . .	WILKES COUNTY, GEORGIA.
WINKLES, ANDREW J. . . . .	COWETA COUNTY, GEORGIA.
WOFFORD, JACOB . . . . .	COBB COUNTY, GEORGIA.

**FEMALES.**

NAME.	RESIDENCE.
BARFIELD, ASENATH . . . . .	MACON COUNTY, GEORGIA.
BUTLER, LOLAH . . . . .	GORDON COUNTY, GEORGIA.
COLEY, NANNIE . . . . .	STEWART COUNTY, GEORGIA.
COUCH, MATTIE . . . . .	CLARKE COUNTY, GEORGIA.
DANIELS, BETTY . . . . .	JONES COUNTY, GEORGIA.
DYSON, HATTIE . . . . .	WILKES COUNTY, GEORGIA.
EDWARDS, ELLA . . . . .	FULTON COUNTY, GEORGIA.
ESTES, SERENA E. . . . .	COBB COUNTY, GEORGIA.
GREEN, EUGENIA R. . . . .	MACON COUNTY, GEORGIA.
JONES, MELISSA E. . . . .	MITCHELL COUNTY, GEORGIA.
KING, ALICE . . . . .	FULTON COUNTY, GEORGIA.
MAPP, LIZZIE . . . . .	FULTON COUNTY, GEORGIA.
MATHIS, JEANNIE . . . . .	SUMTER COUNTY, GEORGIA.
MCCABE, CHARLOTTE J. . . . .	GLYNN COUNTY, GEORGIA.
MCGUIRE, KITTY . . . . .	FULTON COUNTY, GEORGIA.
MCINVALE, FANNIE . . . . .	CRAWFORD COUNTY, GEORGIA.
PERRY, M. A. . . . .	MACON COUNTY, GEORGIA.
PHILLIPS, E. A. . . . .	GORDON COUNTY, GEORGIA.
REED, CARRIE . . . . .	BARTOW COUNTY, GEORGIA.
REED, ESTELLE . . . . .	BARTOW COUNTY, GEORGIA.
REED, SUSAN E. . . . .	BARTOW COUNTY, GEORGIA.
ROQUEMORE, IDA . . . . .	BIBB COUNTY, GEORGIA.
RUSSELL, LANA . . . . .	JEFFERSON COUNTY, GEORGIA.
RUSSELL, MOSELLE . . . . .	JEFFERSON COUNTY, GEORGIA.
STEVENS, MAMIE E. . . . .	BROOKS COUNTY, GEORGIA.
TIMMONS, MATTIE ELLA . . . . .	CARROLL COUNTY, GEORGIA.
WEST, MARY . . . . .	CAMPBELL COUNTY, GEORGIA.
WILSON, VIRGINIA . . . . .	GORDON COUNTY, GEORGIA.







## Card of Thanks.

The thanks of the officers and pupils of the "Georgia Academy for the Blind" are due and are hereby tendered to the officers of the following Railroads of the State for free passes, on necessary occasions, over their respective lines, a most important privilege and aid toward the benevolent work of the Institution, viz: Macon and Western, South-Western, Central, Georgia, Macon and Brunswick, Western and Atlantic, Air-Line.

Also their thanks are due and are hereby tendered to the proprietors and editors of the following Newspapers, for sending their issues gratuitously to the Institution, thereby contributing means of information as to current news and other important matters; and also to all other papers that have given such notice of the Institution and its work as was calculated to bring its object and advantages before the blind youth of the State: The Southern Christian Advocate, of Macon; The Christian Index, of Atlanta; The Tri-Weekly Courier, of Rome; The Reporter, of LaGrange; The Republican, of Americus; The Southerner, of Irwinton; The Home Journal, of Perry; The Standard, of Talbotton; The Vindicator, of Greenville; The Goodson Gazette, of Stanton, Va.; The Tablet, Romney, W. Va.; The Deaf-Mute Mirror, Flint, Mich.; Mutes' Companion, Fairbault, Minn.; and at reduced rates, these two dailies: Telegraph and Messenger, Macon; Constitution, Atlanta.